

**Sign up to lead one class TI discussion ASAP see options below:**  
 (\*No doubling up until all empty options are filled)

Date	Discussion Topic	Early Session	Late Session
Jan. 29	Choose from any readings listed for Jan 15 & 22		
Feb. 5	Collaboration, Communities & Attitudinal Instruction		
Feb. 19	Choose from any readings listed for Jan 15 & 22  <i>Prof Fisher will discuss progress towards projects at the end</i>		
Mar. 5	Technology implementation at your work place and case study ideas  <i>Prof Fisher will discuss progress towards projects at the end</i>		
Mar. 19	'Understanding By Design' Chapter on Uncoverage  <i>Prof Fisher will discuss progress towards projects at the end</i>		
Apr. 2	Facilitate Session on Optional Books K-12		
Apr. 2	Facilitate Session on Optional Books Business		
Apr. 9	Facilitate Session on small group reform strategies K-12		
April 9	Facilitate Session on small group reform strategies Business		
Apr. 16	<i>Prof Fisher will discuss reform strategies with large group (not an option)</i>		

# CODE-ON BLEU INFO PAGE 2001-2002

For questions or updates, please email [Christine Lorenz](#).

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## Back to Sissy's (Christine's) Home Page

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He's bringing in his spiritual gift.

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## LOGISMOS JOURNAL PAGES



Date [ February 17, 2002 ]

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Type [ pep665 Curr&Tech ] To/From [ N/A ]

Topic [ 665 R., pp69-90 - Multiple Approaches to Understanding ]

Notes [ ]

### REIGELUTH, PP69-90 MULTIPLE APPROACHES TO UNDERSTANDING by Howard Gardner

#### Topic Worth understanding

Begins with expectations about what an "educated" person should be able to discuss, but in education topic becomes "politicized" without pivotal discussion or debate on "what should be taught and why"

#### The Goals of Education

"I do not think it is possible to talk intelligibly about how to teach unless one has taken a stand on what one should teach and why." p.72

"Education in our time should provide the basis for enhanced understanding of our several worlds: . . . physical . . . biological . . . human beings . . . human artifacts, and the world of self. . . Note that this goal does not mention the acquisition of literacy, the learning of basic facts, the cultivation of basic skills, or mastery of the moves of several disciplines. Though these are important, these achievements should be seen as means, not ends in themselves." p.73

" . . . to get along with others, to acquire personal discipline, to become well rounded, and to prepare for the workplace and for the ultimate rewards of success and happiness . . . each of these goals ought to be seen as the responsibility of the broader society, ranging from parents and families . . . to religion, the media and community institutions." p.73

#### A Performance View of Understanding

"The actual decision to focus on performances immediatley shifts the emphasis from mastering content to thinking about the reasons wha a particualr content is being taught and how best to display one's comprehension of that content in a publically justified manner." p.74

"An emphasis on performance not only stimulates the student's active consumption of classroom material; frequent opportunities to perform constitute the best way to achieve enhanced understanding of the material." p. 74

### Understanding: Obstacles and Opportunities

"... We have avoided the assessment of understanding because such assessment takes time and because we lacked confidence about what we would find." p. 75

Understanding demonstrated through application in a new "area" - failed because surface data is all that is generally accepted as "understanding" (regurg)

### Three Approaches:

1. Successful institutions - Apprenticeship (studying/working under a understander, Science/Children's Museums (problem solving, new environments).
2. Frontal "Attack" - Pose problems/scenarios not part of the script, outside to the area, stereotype breakers
3. Teaching for Understanding: Limited set of understanding goals, performances

Multiple Intelligences: A Potential Ally for Understanding  
Generic strategies and belief in a single type/measure of intelligence:  
"the major difference among us consists in how quickly we can proceed down the single path to enhanced learning, knowledge, and understanding." p77 (industrial age view of learning and instruction)

At least eight relatively discrete information-processing mechanisms,

our species' intellectual heritage - given to us in different strength and different profiles . . . Educators approach to apply MI: teaching to seven/eight subject based on one "intelligence," same lesson eight ways, applauded themselves for having addressed/acknowledge eight intelligence - not an end to themselves or proper educational goal - handmaiden to good education.

1. Educational engineering: you want a poet/artist - teach to that strength, .
2. MI, pivotal curricular materials could be taught and assessed in a variety of ways.

## UNDERSTANDING: AN APPROACH THROUGH MULTIPLE INTELLIGENCES

### A. Entry Points

"Finding a way to engage the students and to place them centrally within the topic." p81

1. Narrational - story driven
2. Quantitative/numerical - numerically engaged
3. Foundational/existential - bottom-line questions
4. Aesthetic - art/music
5. Hands-On - activities
6. Social - simulations

### B. Telling Analogies

"The teacher (or the student) is challenged to come up with instructive analogies, drawn from material that is already understood, and that can convey important aspects of the less familiar topic." p82 (characters change over time in a book, and changes in species) - beware of aspects of analogies that do not hold (mind behind the character development in a story vs. random biological changes).

### C. Approaching the Core

"Entry Points open up the conversation; telling analogies conveys revealing part of the concept in question. Yet, the challenge of conveying the central understandings still remains." p.83

Two traditional methods:

1. Didactic listing, assessment by regurg ("Evolution is . . .," "The five central points about the Holocaust are . . .")
2. Copious information and then a Prompt: "on the basis of your reading, our trip to the museum, what would you do if . . ."

"Can one use knowledge about individual differences in strengths and mode of representations to create educational approaches that can convey the most important "core notions" of a topic in a reliable and thorough manner?" p.83

1. No "one size fits all" approach
2. topics to not exist in isolation (relationships/uniqueness)
3. traditional analogies/"explanations"

"The key step to approaching the core is the recognition that a concept can only be well understood---and can only give rise to convincing performances of understanding---if an individual is capable of representing that core in more than one way." p85

Implications:

1. time
2. multiple representations
3. multiple representations from varying intelligence

Room for variable understanding and representations of understanding

## GENERALIZING THE APPROACH

Multifaceted/multiple perspectives, but what about "chemical reactions," or "geometrical proofs": "This I interpret as a call for situationality in instructional theories, including the notion that we need guidelines (a meta design theory) for deciding which theories to use when" p.86-

footnote

"It raises the questions of why one is teaching certain topics and what one hopes that students will retain at some time in the future." p.86

"Finally, one seeks to find a small family of literally appropriate representations that, taken together, provide a rich and differentiated set of representations of the topic under consideration. Such an ensemble conveys to students what it is like to be an expert. And to the extent that the family of representations involves a range of symbols and an array of schemes, it will prove far more robust and useful to students." p86

"In stimulating informative performances of understanding, teachers need to be imaginative and pluralistic." p. 87

CODA: TECHNOLOGICAL MEANS, HUMAN ENDS  
Technology presents the possibility of the "delivery of individualized services" p.88

"The question is not 'computers or not?', but 'computers for what?', and more broadly, 'education for what?' . . . education must ultimately justify itself in terms of enhancing human understanding." p. 88

"I want my children to understand the world, but not just because the world is fascinating and the human mind curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions." p89.